

## **IMPROVING STUDENTS' SPEAKING PRACTICE BY USING PHOTOGRAPHY CARD**

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### **ABSTRACT**

HENDRIKUS JOHARI. 2017. Improving students' speaking practice by using photography card at eight grade students of BOPKRI Junior High School 5 Yogyakarta in the academic year of 2017/2018. Undergraduate Thesis. English Language Education Study Program. Faculty of Teacher Training and Education. PGRI University of Yogyakarta.

English is highly needed in this globalization era. It facilitates people to build network in international environment. To achieve the expectations then people have to communicate and understand each other using this international language. This research was conducted to improve students' speaking practice by using photography card. The results of the research were expected to be able to show significant improvements for the students in speaking aspect during the learning process as English is commonly began to learn in the school.

This research was an action research which contained of three cycles. In collecting the data, the writer used assessments, field notes, and interviews. This research was carried out in BOPKRI Junior High School 5 Yogyakarta in the grade VIII-A which consisted of 18 students. In order to provide the description about the result, the research data were analyzed by using qualitative descriptive approach. The data quality resulted from these research instruments usage were evaluated by validity and reliability tests.

The results of the research fulfilled the goal of the research and answered the research questions. The percentage of students' improvements in all of criteria increased from 34 % to 66 % during the research. Each of criteria details were as follow: grammar 29 %, pronunciation 39%, vocabulary 28 %, comprehension 41 %, background knowledge 32 %, and fluency 31 % which was obtained from the result of assessments. Even the results showed improvements more than expectation with the conclusion that the teaching and learning process by using photography card has significantly improved students' speaking practice and made several changes related to students' behaviour and mindset.

*Key words: Teaching English, Speaking Ability, Photography card.*

## **Introduction**

All human have languages which allow to produce and understand messages when communicating with others, and become one of the most impressive and fascinating aspects of human development. Based upon Kreidler (1998:5) “every known language is complex and subtle, capable of expressing whatever its speakers need to express and capable of changing to meet the changing needs of the speakers”. It means that it has an important role, we use it in almost every aspect of life, when we talk to friends, relatives, even strangers in conveying our thoughts, asking information, gratitude, and many different purposes. “English as the international language is the concept of English language as a global means of communication in numerous dialects. It is spoken all over the world, and mother tongue of nearly 320 millions people also another 200 millions people use it as the second language (Patel & Jain, 2008:6)”. English is also considered as the dominant business language, and it has become almost a necessity for people to speak English. Especially, in the international relations, people are required to master the English language, at least have a good speaking skill to communicate with others and to enter a global workforce and join kind of international agendas.

Although learning English can be challenging and time consuming, the awareness of this situation makes people think that they have to learn and master the English language. As well as the hope of parents, they want their children have a good knowledge and ability of speaking English. However, the English lesson students got at school is not sufficient the needs of students to master the language in a good way, such as the selection of materials, techniques and methods. Based on Ramos (2014:4) communicative competence cannot be fully developed when its activities are not performed objectively, student should involve in the activities, making interaction, by using appropriate materials, communicative topic, or automatic question-answer based on spontaneous thinking which lead to exchange information or conversation. The activities that involve should be based on real-life situations that require communication,

therefore students will have opportunity to communicate each other in the target language.

Photography card as a visual media has two dimensions designed specifically to communicate a message or the purpose of the activity to students. It is also an effective tool that can help student learn new materials quickly. Photography card is an easy tool to get and can be useful at every stage of study. The great way to present, and put the vocabularies to make student become familiar with the activities used in class. Photography card can be effectively help student to learn, especially in memory skills, mathematical skills, advanced discussion work, speaking and listening skills of all ages. Photography cards can be an activity for use in the young learner classroom, specifically for Junior High School students in Indonesia that approximately on 12 to 15 years old. Even in kind of kindergarten class, classes that cannot move around, classes with very low level students, classes that study very little English and classes with short attention spans and other discipline problems.

## **Discussion**

This research was an action research and analyzed by using qualitative descriptive approach. This research was conducted in five stages which consisted of three cycles and speaking assessments. Before getting in the first cycle, the writer conducted an assessment to measure the level of students ability in aspect of speaking. The writer applied the assessment 1 according to six criteria which have been choosen to identify the problems that might need some kind of improvements and to fulfill the criteria itself. It was carried out during August 2017. The action of each step was using different kind of topics and games. Each cycle of 1 until 3 were consisted of 1) Planning, 2) Acting, 3) Observing, 4) Reflecting.

In the assessment 1 students showed a low ability in English, particularly in English speaking, and all of the aspect needed improvements. In the aspect of grammar, students still got difficulties to make sentences and what kind of tense

to use in the particular situation. Therefore in the next cycle, the activity had to emphasize on the grammar aspect to improve students' ability. The same case to pronunciation and vocabulary, the activity of photography card should be able to make students speak a lot, therefore it makes easier to recognize their pronunciation and vocabulary they used. To improve students' fluency could use more communicative activities, therefore it will be easy to give students feedback according to their mistakes, and students will be used to speak or read english sentences fluently.

In the cycle 1, the students showed improvements in the aspect of grammar, pronunciation, comprehension, background knowledge, and fluency. Although those aspects showed improvements, however the students still needed more improvements especially in the aspects of grammar, pronunciation, vocabulary, and fluency. Some students shows improvement in grammar, after the writer give them explanation about the way to construct descriptive text and was able to express their ideas even though some mistakes in tenses still be found. Their pronunciation were well-improved although sometimes with unclear pronunciation but considerable, the observer assumed that it was because they use their basic words that they often heard before, therefore the students made less mistakes in this part and because of the writer used bilingual in explanation, therefore it made the students used to listen to the words. Their vocabularies were low and often repeated the same words, even some students' merely copying and repeating their friends' answer when giving description to the picture. The students looked enjoying the game, and being motivated to involve the learning process, because they could clearly see the object from the photography card given, therefore it gave them a better comprehension about things they kept in mind and showed improvements in fluency when they had to convey their ideas although sometimes in uncompleted sentence, but they were able to finish their purposes.

In the cycle 2, the students showed improvements in the aspect of vocabulary, comprehension, and background knowledge. Although those aspects

showed improvements, however in the next cycle the students still needed more improvements especially in the aspects of grammar, pronunciation, and fluency. The students had low basic grammar that made them difficult to construct English sentences and often showed inconsistency in tenses because they arranged the sentences referred to their mother language rules. Students were afraid to pronounce some particular word mostly pronounced it unclearly, therefore speaking in a very low voice therefore it was hard to understand, and unfluently because the students were often hesitant.

In the cycle 3 and assessment 2, the writer found that the students showed improvements in all of the aspects of speaking, and fulfilled the goal of the research, even students showed some behaviour changes and made the learning process could be done effectively and communicatively. During the action, the students seemed active because the challenge enhance increase students' motivation to involve in the learning process. The students showed improvements in all of speaking aspect. In the grammar aspect, the students was able to express their ideas in sentences, and realized when they made mistakes in their tenses. Most of students knew how to pronounce the words they used in their sentences of the assignment, because they could differentiate the easy one to use. By using repetition made the students were easier to comprehend the writer's direction and the topic discussed. By comprehending the direction, it made the students easier to build ideas according to their basic knowledge about the target of the study. The students were also able to read and speak their sentences smoothly even though sometimes kind of hesitate. In this cycle, the writer was also did a assessment 2 to measure the level of students improvements than the first assessment. The improvements during the action implementations can be seen from the comparison between students assessment 1 and assessment 2 results which show the improvements from 34 % to 66 %.

## **Research Findings**

1. According to the over all process and the result, this research fulfilled the five criteria of validity. In the methodology, the writer limited the standard of successful in the outcome validity which was related to the result or improvements gained in the research. It shows that the students' speaking score were significantly improved which could be seen in the improvements charts between assessment 1 and assessment 2 that the students made improvements in the all of speaking criteria. Furthermore, this research also fulfilled other validities. Dialogic and democratic validity were fulfilled, because this reseach involved another perspective in making decision, makin plans and problem solving, and also discussed with the collaborator or supervisor and observer, either through collaborative inquiry or reflective dialogue. Catalytic and process validity were fulfilled, because in the action students were completely involved as the main role who kept the learning process went on, and the activities allowed students to think and develop their ideas independently.
2. The reliability of the research was fulfilled. The research was conducted for the total 5 times and 3 cycles to get a sense of what are involved in the process of changes (Time triangulation). The research involved more than one observer in the research setting and decision making, they are collaborator who was the English teacher and observer who was a person in the same filed (Investigator triagulation). In the process of making plans, decisions and the results were according to the observation, also by perspective from collaborator, supervisor and observer, therefore all of the parties got involved in the research and solved the problem on point (Theoretical triangulation).
3. Beside of those genuine data, from the classroom observation and interviews, the writer found some changes made by the students in form both their mindset and behaviour. The students seemed excited when the class envirotnments turned out to be more communicative and lots of oral compliment (early teens characteristic), therefore the students could involve

directly to the process. The students were being motivated to be more active when they were given some challenges that made them stuck in between. The students enjoyed materials which were bonded to the real life context, something that was interesting and colourful, therefore the students could involve and taking part in the teaching and learning process.

4. The results of the research shows an ideal result of an action research in principle to be able to explore the reasoning or develop their knowledge. This research also made improvements in the aspect of cognitive that the students were able to remember, comprehend, apply, analyze and develop their ideas according to the materials of the study. For example, when the writer asked the students to construct a conversation in kind of descriptive text according to the photography card given. In the aspect of affective students show some behaviour changes which related to responding, participation, and appreciating others. For example, when the writer explained the materials and the rule of the games, the students paid attention, showed respectation, tried to actively involve when the writer gave challenges, and complimented when their classmates finished the challenges. In the aspect of psychomotor, the students were able to describe something by observing the object and able to create sentences or conversation and practice it with their friends.

## **Conclusion**

According to the data, the writer concluded that the use of photography card can improve students' speaking practice effectively and shows significant improvements. The result can be observed from the changes made by the students which shows the improvements in the aspect of cognitive, affective, and psycomotor abilities.

Refers to the result of assessment 1 and assessment 2 scores, the use of photography card can give students a higher understanding and motivate them to be more active and get involved in the learning process. It was proven by the improvements values in the charts for all of the aspect of speaking criteria mentioned in this reseach which showed increase during the implementation as the expectation. The percentage of students' improvements in all of criteria were as follow: grammar 29 %, pronunciation 39%, vocabulary 28 %, comprehension 41 %, background knowledge 32 %, fluency 31 %. From the result of classroom observations and interviews, the learning process that executed by using photography card created an interesting classroom environment, and reduced students' boredom feelings which lead to an interactive and communicative learning process. The application of media was brought in different activities and challenges, therefore the students got motivated and arised desire to take part in the lesson.



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